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Montana SCHOOLS

April/May 1996

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Newsletter of the Montana
Office of Public Instruction
Nancy Keenan, Superintendent
Vol. 39, No. 4

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And More . . .

Montana has a Blue Ribbon School

Missoula's Hellgate Middle School receives national honor

Recently Hellgate Middle School in Missoula received word that it had joined the select ranks of the nation's Blue Ribbon Schools. This national recognition for Hellgate's outstanding educational program is an honor that was extended to only 215 other public schools across the nation.

As a 1994-96 blue ribbon recipient, Hellgate joins Chief Joseph Middle School in Bozeman as the most recent award winners in Montana.

Requirements for a blue ribbon

The Blue Ribbon Schools are recognized by the U.S. Department of Education for excellence in teaching and instruction, student achievement, leadership and parental involvement.

According to Secretary of Education Richard W. Riley, the nation's blue ribbon schools have demonstrated the following five key ingredients for excellence:

✔challenging academic standards and a rigorous curriculum for all students;
✔ a disciplined, supportive, safe and drug-free environment;
✔participatory leadership and a strong partnership among the family, school and community;
✔an excellent teaching and learning environment that strengthens teacher skills and improvement; and
✔documented student achievement and low dropout rates.

In order to be considered in the blue ribbon process, the Hellgate Middle School staff completed a rigorous school assessment covering 28 pages, and passed through regional screening and an onsite review.

Hellgate's 'best practices'

Even before their educational approach netted their school this prestigious award, Hellgate administration, staff, student body, and community knew they were doing something right.

Learning at Hellgate Middle School ties together many curriculum areas. Classes are taught by teams composed of four teachers with backgrounds in different disciplines. Technology is integrated into almost every corner of the school.

Teacher teams work together to plan class units to interest and challenge students, often integrating math and science into language and the arts. This combination makes learning fun yet rigorous.

(Continued on page 12)

Sophia Janik

Lolo Students smile for the camera after eating their lunch. Turn to page four to read about the school food program fifty years after its inception.

What builds character?

Montana students discuss what it means to have character

Suppose your family and friends held a party in your honor, and your best friend stood up and gave a speech about you. What would you want your best friend to say? What kind of person do you want to be? What do you need from adults, your peers, and yourself to help you be that kind of person?

Those are some of the questions Montana students around the state are pondering this spring during a series of *Kids on Character* meetings.

***Kids on Character* history**

Kids on Character is a partnership of the Montana Parent, Teacher, Student Association (MPTSA); the Office of Public Instruction (OPI); and the Montana Broadcasters Association. The project was developed in response to growing concerns about youth violence, bullying, drug and alcohol use, and potential gang activity among Montana's young people.

***Kids on Character* principles**

Kids on Character emphasizes honesty, respect, trustworthiness, fairness, caring, citizenship, and personal responsibility. "These are the core, bedrock ethics everyone can agree on, regardless of religious or philosophical background," said MPTSA President Jean Curtiss. "They are the ethics that built our state and nation."

"Helping children become healthy, productive citizens is more difficult now than ever before," said State Superintendent Nancy Keenan. "We adults usually look to other adults for the answers. We wanted to ask the students themselves what they think about respect, honesty, fairness, and being good citizens."

Students' viewpoints heard

Targeting grades 3-8, *Kids on Character* gives students a chance to do a lot of talking, while adults do the listening. "Many of these

(Continued on page 3)

Second Class
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Message from Nancy Keenan

Students believe character counts

What would you guess is more important to Montana students — having good looks and a "cool" car, or being honest, responsible, and trustworthy?

If you guessed both, you're right. If you guessed that the latter three are vastly more important to our young people, you're right again.

This spring, Jean Curtiss, president of Montana Parents, Teachers and Students Association (MPTSA), and I have been talking with Montana young people across the state about good character. The project is called *Kids on Character* — you can read more about it in this issue of Montana Schools.

In the Kids on Character sessions, we meet with about 40 students. We ask for a diversity of young people — not just high-achievers but also students who aren't usually chosen for this kind of event, plus some who "push the envelope." We chose to work with grades 3-8 because this is such a pivotal time in children's lives.

The message we hear from students is fairly consistent: They want to be respectful, responsible, honest, trustworthy, nice, generous, polite. They want role models. They want adults to treat them with respect. The words we hear most often are "listen to us." One Kalispell student said, "Stop blaming TV for the violence. If you don't want us to hit, don't hit us. If you want us to be respectful, treat us with respect."

Inevitably, the discussion turns to "courage." It takes tremendous courage, especially in the face of peer pressure, for young people to be fair, respectful, kind, trustworthy citizens.

Jean and I did not launch this project because we think we have the answers, or because we think schools need more work to do. We wanted to start a statewide dialogue. When we look around at the extremist activities in Montana today, we see the antithesis of respect, citizenship, and responsibility. The time is ripe to refocus on Montana's tradition of neighborliness and good character.

We owe a great debt of thanks to the school administrators who have helped us organize the Kids on Character meetings, and we look forward to meeting with more Montana students in the next two months.

In the meantime, you're in the home stretch! I know how tough this time of year is. The students are antsy; you're exhausted; you know things won't slow down for a while, but at least the sun is shining. There is light at the end of the tunnel, and it isn't an oncoming train. As educators, you do so much for children every day. Get ready for a well-deserved break!

Nancy Keenan

Schools can save on supplies

Did you know that schools can order supplies from the state central stores, a purchasing cooperative representing all state agencies? By ordering supplies and services through the central stores, schools can take advantage of price reductions due to volume purchasing.

As a result, schools can realize substantial savings with a minimum amount of paperwork. For example, at the end of March the central stores catalog listed paper for only $4 per ream.

To take advantage of these cost savings, schools must sign the standard Cooperative Purchasing Agreement and return it to the Department of Administration. Anyone wishing to participate or find out more about this opportunity, should call or write Jim Nelson at Central Stores, Property & Supply Bureau, P.O. Box 200137, Helena, MT 59620-0137 (tel: 444-4514 x 137; fax: 444-4201). ■

Certification notes

Renewal unit caution

According to the available directories, the Center for Innovation in Education, Inc., also known as the Center Graduate College, Saratoga, California, is not a regionally accredited institution of higher education.

This company routinely offers courses in Montana. Their catalogs and brochures state that "Center Graduate College course units are at the graduate level," but they also contain the disclaimer, "The transferability of college credit is determined by the receiving institution."

Prior approval needed for credit

Although the programs offered may be of quality and value, each course must have specific approval to be accepted for college or renewal credit in Montana. For Montana, this approval can be granted by a local "approved provider" or by OPI's certification staff.

Approval must be obtained *in advance* for the specific site, date, and topic of the course. Approval can be obtained at the request of either the providing institution or by an individual.

How to obtain approval

The Center for Innovation in Education, Inc.'s application for course enrollment offers several options, none of which automatically assures the acceptance of credit.

To ensure that course credits can be applied toward the renewal of a teaching certificate, ask the company to request approval. The specific time and date must be mentioned. Individuals can also obtain approval by contacting a local "approved provider," or by writing to OPI's Certification Division. Please include a copy of the basic information from the company's brochure.

Do not assume accreditation

Again, this is not a reflection on the possible benefits of the programs offered by the Center for Innovation in Education, Inc. Rather it is just a caution that its graduate credit, CEU's, Clock Hours, etc., do not automatically meet state certification requirements. This is true for any other education company which is not regionally accredited.

If you have questions about the transferability of credits for any program not specifically identified as approved in Montana, please call OPI's certification staff at 444-2577 or, after 10:00 a.m., 444-3150. ■

—Don Freshour, Director, OPI Teacher Education and Certification

METNET is here to stay

Rumors have been circulating that METNET, Montana's Educational Telecommunications Network, will be replaced by SUMMITNET in six months.

That simply isn't true. We expect METNET to continue providing affordable electronic communication to schools and libraries indefinitely. In fact, the MAEFAIRS electronic reporting system **requires** METNET to exist so districts can provide financial data electronically.

The difference between networks

It's important to understand the difference between METNET and SUMMITNET. SUMMITNET, a state project managed by the Department of Administration, is designed to provide high-speed access for each county seat to the State of Montana's network backbone, located in Helena.

Although school districts may be able to use SUMMITNET at some point in the future, getting connected to SUMMITNET will be expensive for most schools. Because the SUMMITNET connection will run to each county courthouse, districts would need to finance the connection from the courthouse to the school. The SUMMITNET task force denied schools preferential rates.

METNET, on the other hand, provides districts with electronic information, including access to the Internet, *at no cost* through METNET's toll-free line. METNET can also be accessed through the Internet.

METNET will evolve as technology changes. However, the basic function of METNET — providing the least expensive way for schools to get electronic information — will remain the same. ■

For more information call Steve Meredith (tel: 444-3656; Internet: smeredith@opi. mt.gov) or send him a message on METNET.

Montana Schools (USPS 601690) is published bimonthly except July/August by the Office of Public Instruction, P.O. Box 202501, Helena, Montana 59620-2501. It is distributed free to schools and members of boards and groups interested in education in Montana. Second Class postage is paid at Helena, Montana.
Montana Schools is published each October, December, February, April, and June. Deadline for articles is the first of the month prior to each publishing month. POSTMASTER: Send address changes to Office of Public Instruction, P.O Box 202501, Helena, MT 59601-2501.

Meetings provide an opportunity to listen to students' insights

(Continued from page 1)

youngsters feel disenfranchised," Keenan said. "They don't feel they have a forum where their opinions will make a difference. Whether that perception is real or imagined, we're finding students welcome a chance to offer their insights."

The first *Kids on Character* session was held this March in Kalispell. About 60 students from Flathead County attended the meeting. Libby hosted the second session in April, followed by Glendive and Miles City. Additional meetings are planned for Missoula, Great Falls, Helena, Havre, Lewistown, Billings, Butte, Bozeman, and Wolf Point in April and May.

"We adults usually look to other adults for the answers. We wanted to ask the students themselves..."
—Nancy Keenan

Learning from students

At the sessions, students discuss character issues in small groups, while adult moderators, including Keenan and Curtiss, take copious notes on flip charts. "We are learning a great deal from the students," Keenan said. "We are finding that honesty, respect, responsibility, caring, fairness, and citizenship really matter to Montana young people.

We are also learning that it takes a great deal of courage for young people to be people of good character, especially in the face of negative peer pressure."

Courage and respect are key issues

How do young people find the courage? According to the *Kids on Character* participants, they need role models. They need to feel respected. And they need their peers to be less judgmental of people's differences. "The message is pretty consistent," Keenan said.

Students want rules

One surprise is that most student participants want discipline and rules in their lives. "The kids want rules, they do want parameters," Libby school superintendent Bill Donahue told the *Western News*. "Most kids, when they're serious and know there are no repercussions, will admit that."

Town meetings

The students' comments are presented to adults at town meetings following the *Kids on Character* sessions.

"It's up to each community to decide what to do with the information," Keenan said. "Many schools and communities are already doing a great deal of work in character education. Sometimes it's just a matter of bringing the different players together."

Fall Kids' Council planned

The *Kids on Character* project will culminate with a statewide Kids' Council on Character, which will meet in the fall. Members of the Kids' Council will meet with representatives from schools, the media, faith communities, business groups, service clubs, and others to hold a dialogue about what kids need from adults — and from each other — to be people of good character. ■

— Sanna Porte Kiesling, OPI Director of Communications

For more information about Kids on Character, contact Sanna Porte Kiesling at 444-3160.

While Nancy Keenan was in Montana's northwest corner for the Libby *Kids on Character* meeting, she also visited with students in their classrooms. She asked them, "What would you want your friends to say about you in five or six years?" Some students from Troy wrote her, answering that question. Here are five of their letters.

Dear Nancy Keenan,
I want people to trust me. I want people to think of me as a good football player. I also like people to think of me as a good basketball player. And, I'm a good friend. And I don't cheat.
—Your friend, Jesse

Dear Nancy,
Thanks a lot for coming to talk to us. I want my friends to say that I was a good friend, I always respected them, I always had the courage to stick up for them, and I always helped when help was needed. Thanks again! Bye! Good Luck with the schools!
—Sincerely, Bethany

Dear Nancy,
When I grow up I would want my friends to trust me, be nice, respect. I want people to say when I grow up they treated me the way I treated them. I would want people to say we solved problems when we had them. That I respect and trusted them. I would want people to say we stuck together.
—Sincerely, Chaneale

Dear Nancy,
I want my friends in 6 years to say that I was respectful. I liked your lecture. I know one question. Let's say a 5th grader was picking on a 4th grader. What should you do? Should you stick up for them or let them fight their own fights?
—Sincerely, Amanda

Dear Nancy Keenan,
Thank you for coming and talking to us. I would like people to think of me as a good friend and nice person. I like all my friends and think they are funny.
—Your friend, Matt

The fax of the matter

Electronic transmission of information takes hold at OPI

As many of you may have noticed, the Office of Public Instruction (OPI) has begun faxing many of the documents schools once received in the mail. Faxing allows schools to get the information they need in a more timely manner. This change is also more cost effective for OPI, freeing up staff time and resources for other services that benefit schools.

Experiencing technical difficulties

As with any change, however, there are a few wrinkles that need to be ironed out of the system.

For example, some schools have been receiving multiple faxes of the same document. OPI is currently changing its procedures to alleviate this problem.

Also, recent experience with MAEFAIRS participants has made it apparent that some schools might need to retool in order to take full advantage of the benefits technology currently offers. A few school districts do not have fax machines while others have computers equipped with a fax modem that they are not using or not using to full capacity.

Options to consider

To receive information from OPI in the most timely manner, schools and school districts might want to consider the two options listed below. Either would greatly enhance a school's ability to receive and transmit faxed documents.

Computer with fax modem

If a school presently has a computer with a fax modem and printer, administrators and teachers can receive faxes, store them on the hard drive, and print them only when they are needed.

Using the fax software shipped with the modem, users can retrieve and print these faxes at any time. Most fax software is very user friendly. If a school does need assistance, however, the computer vendor who sold the fax modem should be willing to configure the system and provide training. Unfortunately, due to the variety of fax software available, the staff at OPI cannot support all possible configurations.

Plain paper fax machine

If it does not have a computer with a fax modem, a school might consider investing in a plain paper fax machine. The older thermal paper fax machines are not built to handle the volume of information schools are now receiving. Older faxes do not usually have modems that meet today's standards; they are slower and do not have the error correction capabilities of plain paper fax machines.

In addition, thermal paper is much more expensive than plain paper and tends to jam when multi-page documents are received. The cost savings of the thermal paper coupled with the volume of documents received should offset the extra cost of the plain paper fax machine.

Dedicated phone line

No matter what schools choose to do, it is suggested that they make sure their fax is available 24 hours a day.

This allows individuals, OPI, other agencies and organizations to send faxes during the evening or early morning hours in order to take advantage of cheaper phone rates. This will also help avoid tying up lines during working hours.

This means schools should dedicate a phone line for their fax machine or computer and leave their equipment on at all times.

Service assured

Staff at OPI will continue to mail documents to school districts that cannot yet receive faxes. ■

—Gale Kramlick & Roger Fuchs, OPI Computer Gurus and System Managers

School food programs tone up & turn 50

Child nutrition programs: 1946-1996

During World War II, many young men were kept out of the military because they failed their induction physicals. Medical personnel soon traced the cause to malnutrition which was common during the Great Depression. During their formative years, these young men did not eat sufficient amounts of the foods needed to build strong bodies.

School food programs begin

In 1946, President Harry S. Truman and the Congress initiated the first National School Lunch and the School Breakfast Programs. The concept was to give each child the chance to eat at least one balanced meal per day. It also provided an outlet for the vast supply of surplus food the government had purchased.

In the early '60s, Congress recognized the need to pay for part or all of the meals served to children in need. By subsidizing the meals for eligible children, Congress greatly expanded child nutrition programs while offering millions of children an opportunity to receive a lunch or breakfast that met nutritional requirements.

Today, programs serve millions

Over the years, research has shown that good nutrition helps children learn better and faster as well as become more physically fit.

Since its creation, the National School Lunch Program has grown steadily. While some 4.6 million children participated in the program in 1947, nearly 25 million students currently take advantage of the breakfasts and lunches served daily in schools. Over 93,000 schools offer some form of school lunch and/or breakfast programs. In Montana about 80,000 children have access to school lunch, school breakfast, and special milk programs.

On the threshold of the future

July 1, 1996, new nutritional requirements will mark the school food program's step into the future. Cutting down on the amount of fat and salt while increasing the number of cereal grains, fruits, and vegetables served to school children each week, the new requirements will bring the foods offered in schools into balance with today's nutrition knowledge. Congress continues to debate other regulations.

One thing remains certain: Schools will keep doing what they have been for the past 50 years, and that is "feeding the kids." ■

—Gary Lee Watt, Administrator, OPI School Foods

Photograph Detail, Montana Historical Society

Students eat school lunch in the cafeteria at Helena's Bryant School in 1949.

fun fact...

Nationwide, the National School Lunch Program is one of the largest food providers in the U.S. In fact, on any given school day, while McDonald's sells 18 million meals, the school lunch program serves 25 million meals to children across America.

Lilly Byxbe reflects upon her 32-year career in the school cafeteria

Sophia Janik

Doling out school lunch.

It's hard to realize that School Food Service has been around for 50 years. What an accomplishment! Things sure have changed over the years.

Nutrition has become the key word, and we strive to have our menus and cooking methods carry this out. Schools now work with the "five-a-day plan," encouraging more servings of fruits and vegetables. We are learning that our methods of preparation can cut down a lot on the fat content of the foods we serve, and we also need to cut down on the salt and the sugar used.

This is much healthier food preparation, and we want to help kids develop these healthier eating habits. Kids' favorite foods were always hamburgers, fries, and pizzas, but I think they are learning that other meals and other foods can also be very tasty, while being more healthful for us. And they are enjoying it, too.

"The students are the reason for all my years of service."
—Lilly Byxbe

Kids love to eat, and working at school lunch and having that contact with them has been a real special part of all these years. This is my 32nd year with school lunch, and I'm sure I never thought the years would add up to be this many. It has all happened "one year at a time."

The years have been busy and have gone by quickly. I can truly say I've enjoyed every day that I have been a part of it. It has been a privilege to be a part of a program helping to feed school kids and promoting good nutrition. ■

—Lilly Byxbe, Food Service Veteran Frontier Elementary School

Cooperative food purchases

Imagine that you have gone to the grocery store to purchase essential foods for your family. After tallying the costs, the grocer proceeds to whittle down the total by subtracting percentages from the items you have selected. Amazingly, your total bill is cut by 25 percent. The Food Fairy has landed. (Right!)

Eighty percent of Montana schools with Child Nutrition Programs have been living this fairy tale twice a year since 1981.

Program saves schools money

The Cooperative Food Purchase Bid, administered through OPI's School Food Services (a part of the agency's Health Enhancement and Safety Division) binds schools together into a coopera-

(Continued on page 6)

Fiscally speaking...

Two hundred eighty-nine school food authorities serving about 80,000 children participate in the school lunch, school breakfast, and special milk programs in Montana.

Reimbursement payments

School food authorities receive monthly payments from OPI for meals and milk they serve to students. To receive reimbursement, schools must submit a claim within 10 days of the month's close.

Meals fall into three categories: paid or earned, free, and reduced-price. The federal government sets the reimbursement rates, and the rates usually increase a few cents each year. General assistance is paid for ALL lunches and breakfasts served to children. In addition, special assistance money is paid for the free and reduced-price lunches served to those children who are eligible.

(Continued on page 6)

Besides Lilly Byxbe, three other Montana food service managers have 30 or more years' experience preparing and serving school lunches. They were recently asked, "What has kept you in the school food service business for over 30 years?"

Hazel Cook, Potomac School's manager and cook for 42 years, said, "You have to enjoy what you're doing."

Rachel Bedwell, manager and cook at Frazer for the past 34 years, responded that it's all about "serving my kids."

Katherine Nafts, food service manager at Shepherd Schools for 32 years, said she "still enjoys working as the manager and enjoys the support from the administration, the staff, and the 550 to 600 students that I serve each day!"

Turn to page 6 to see the names and schools of 34 others who have served lunch to Montana's children for 25 or more years.

School food isn't just for school lunch anymore

Pancakes anyone? Breakfast is now served to many Montana students

The School Breakfast Program was originally established by Congress as a pilot program under the *Child Nutrition Act of 1946*. In 1975, Congress granted the program permanent authority. A section of the law states, "As a national nutrition and health policy, it is the purpose and intent of the Congress that the School Breakfast Program be made available in all schools where it is needed to provide adequate nutrition for children in attendance."

Why provide breakfast at school?

The School Breakfast Program gives children the chance to eat nutritious breakfasts in school. This provides a healthy send-off for their day's activities. A student who has eaten breakfast is more alert, less easy to tire, and is thought to have a better chance of doing well in school with fewer discipline problems.

School breakfasts are designed to fill a need for children who, for whatever reason, do not eat breakfast at home. School breakfasts are usually simple, easy to serve, and take very little of the students' time.

Barriers to school breakfast

Often schools choose not to provide breakfast for their students because of the prevailing view that children should eat breakfast at home. If the family can eat together around the table in the morning, that's great. But, in many families both parents work and, as a result, mornings are very hectic. Children are often left to eat by themselves. Often they do not eat and they arrive at school hungry.

Other reasons schools cite for not serving breakfast include bus schedules, cafeteria supervision, start-up costs, additional labor costs, and additional paperwork. Many of these can be solved by assuming a flexible approach. Most programs can be self-supporting when large percentages of students who are eligible for free and reduced-price meals participate in the program.

fun fact...

In 1945, the average price of a school meal was 23 cents. Today, that has increased to $1.07. Eighty-one thousand children eat a school lunch every day; 37 percent of the meals are free; 9 percent are at a reduced price; and 54 percent are full price.

Participation grows

Many schools that have a breakfast program are very pleased with the results. Since many children arrive at school without eating, school breakfast provides the students with essential nutrients and enough energy to eliminate hunger symptoms like headache, fatigue, sleepiness, and restlessness. Hungry children have a hard time learning, and their time on task is limited. It appears there are fewer discipline problems when children have eaten.

Any public or nonprofit private elementary or secondary school is eligible to participate in the breakfast program. Also eligible are public or private nonprofit licensed residential child care institutions.

School breakfast programs have increased greatly in the past five

(Continued on page 6)

Breakfast is served.

Team Nutrition Schools link classroom with cafeteria

The School Food Services at OPI introduced Team Nutrition Schools at a statewide event held at Lolo Elementary School on March 20, 1996.

Lolo Elementary was Montana's first Team Nutrition School. This event also celebrated 50 years of the National School Lunch Program.

Focus on healthy food choices

Guests from the local community and from around the state participated in the day's events which all focused on helping children learn how to make healthy food choices.

The day's agenda included nutrition education classroom activities with chefs from the University of Montana, College of Technology Culinary School and Zimerino's Restaurant; a delicious but healthy pizza buffet luncheon; and a roundtable discussion of how nutrition education in schools around Montana can be supported.

Making nutrition fun

Katie Bark, State NET Program Coordinator commented, "This event really exemplifies how a school and community can work together to impact kids' eating habits in a fun and positive way. Through the classroom activities and the healthy and popular luncheon, we reached our goal of linking the cafeteria and classroom in teaching kids to make healthy food choices." ■

Please turn to page 7 for more information on Team Nutrition.

Sophia Janik

Students line up for a "healthy kid's luncheon" at Lolo Elementary School.

A cure for the summertime blues

School's out, let's eat! This is a slogan that may be used by children this summer on their way to consume a nutritious meal at schools, parks, boys' and girls' clubs, camps, and other locations around the state.

In Montana, the Summer Food Service Program (SFSP) has grown from 15 sites in 1980, the first year OPI administered the program, to 70 sites in 1995. Participation has continually increased, reaching a high of 9,750 meals served daily last summer.

fun fact...

If all the school lunch trays served to Montana children last year were lined up, they would run from Seattle to Miami, or form 51 lunch lines across the state.

Approximately 10,000 children in 75 locations will be able to enjoy their summer and remain healthy with a nutritious meal in 1996. Learning does not end when school is out. Neither does the need for good nutrition.

Program provides service for children at risk

For many children summer does not mean fun in the sun, but rather an increased risk of hunger and developmental decline. It is crucial for children to have productive summers, rather than summers of hunger, boredom, and despair. Schools, churches, communities, governmental, and private organizations can assist with a child's educational and social development by providing academic and recreational opportunities, along with a nutritious meal, to children at risk, thus assisting with a child's educational and social development.

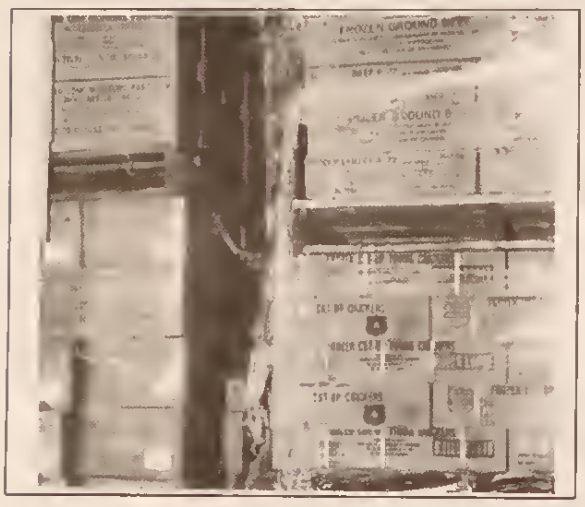
Activities and a good meal go together

Reading, arts and crafts, swimming lessons, sports, opportunities to meet celebrities, field trips, and other activities may be introduced to children at various

(Continued on page 6)

USDA supplies are 'hot commodities'

While other government programs have suffered from the lack of congressional action, the United States Department of Agriculture (USDA) Food Distribution Program for donated foods has continued to operate "as usual" through the 1995-96 school year. There has continued to be a variety of over 50 foods available, ranging from staples such as flour, shortening, and eggs to ground beef and frozen sliced strawberries.



Sophia Janik

USDA commodities packaged for shipping.

USDA commodities valued at more than $2.25 million have been distributed to 273 food authorities in Montana this year. However, the best news for food service workers, school staff, parents, and students has been the USDA's continuing efforts to improve the quality and nutritional value of its commodities.

New USDA specifications call for a reduction in sugar and sodium as well as fat content. For example, beef roasts available this year had a fat content of only 7 percent! A test of ground beef received this year showed fat content at slightly above 14 percent. Frozen potato wedges, a new product, are low-fat and water-processed. ■

A copy of a USDA report titled *Improving USDA Commodities* is available by calling Sandra McEwen at 444-4415.

Food Service Employees
with 25 or more years of service

Name	School District	Years of Service
Helen Caudill	Somers	35
Rose Bernard	Rocky Boy	34
Eileen Noland	Trego	34
Florence Ekert	Great Falls	31
Lorraine Kay	Superior	30
Donna McLaughlin	Great Falls	29
Frances Bertsch	Baker	29
Irene Bjelland	Kila	29
Gloria Boyer	Chester	29
Eldora Henry	Dodson	29
Della Nielsen	Plentywood	29
Doris Kamp	Lewistown	28
Faye Burger	Glasgow	28
Thelma Haag	Great Falls	27
Stella Lamb	Saco	27
Sharon Germann	Plentywood	27
Doris Couch	Zurich	26
Leona Fox	Hays	26
Shirlee Peterson	Great Falls	26
Shirley Nelson	Columbia Falls	26
Lou Haines	Colstrip	26
Mae Andres	Butte	26
Joan Headly	Butte	26
Barb Lehnerz	Power	26
Donna Reinhardt	Glasgow	26
Tonya Waldhauser	Billings	26
Marilyn Stafford	Cascade	25
Joyce Chapman	Peerless	25
Judith Casey	Glendive	25
Wanda Poore	Kalispell	25
Carmen Fenster	Kalispell	25
Alfretta Hart	Lame Deer	25
Carrol May	Ashland	25
Jean Gabel	Billings	25

Breakfast bits

About 60,000 schools serve breakfast to six million children.

The number of schools participating in the School Breakfast Program across the nation increased by 10 percent last year and almost 60 percent over the past six years.

Currently, 21 states encourage school breakfast by requiring certain schools to offer the program. Other states provide schools with technical assistance.

According to Bureau of Labor statistics, more than 70 percent of American families with school-age children are headed by either two working parents or a single parent who works.

Numerous studies have shown that children who eat breakfast perform better in school. They work more quickly, are more creative, and make fewer mistakes than those who skip the morning meal.

Cooperative food purchases

(Continued from page 4)

tive purchasing unit. By cooperating with one another, schools receive better pricing through volume purchasing.

Each year the Cooperative Bid saves participating Montana Schools over $500,000 in food costs.

Purchasing power shared

The Cooperative Bid is not a mandatory program. Schools, residential child care institutions (RCCI's), or state institutions may participate in either or both of the biannual bids and may order as much or as little as they desire or are able to store. Prices are the same regardless of a school's location or enrollment.

As a result, smaller or more remote schools have an opportunity to take advantage of the same pricing larger schools enjoy. Home economics departments, some school concessions, and student association fund-raising programs may also take advantage of the lower costs.

Program allows for food service improvement

School Food Services at OPI is constantly evaluating foods for quality. Therefore, we not only get a chance to introduce new foods to school children, but we also dispel some myths that if lunches are not all "meat and potatoes," they are not nutritious. Salad bars, potato bars, deli lines, pizza, or pasta bars are just a few of the variations now available in many schools and most of them are planned to be reimbursable, nutritious meals.

fun fact...

Schools purchased about 120,000 cases of food through OPI's Cooperative Food Purchasing Program. This equals 11 cases of food for each first grader in Montana.

Program is safe and self-supporting

All items on the bid are pre-approved, ensuring that every item has been thoroughly tested and that nutritional data on each item is available through our cooperative bid coordinator.

School food programs are charged a 2.5 percent administrative fee based on the total cost of their order. This fee pays for all program expenses making the Cooperative Food Bid a self-supporting program. ■

—Kenadine L. Johnson, OPI
Cooperative Bid Coordinator

Please contact Kenadine L. Johnson (444-4412) for more information about the cooperative bid program.

Breakfast

(Continued from page 5)

years in Montana. At the present time, school breakfast programs are operating in 103 public school food authorities, six private school food authorities, 25 residential child care institutions (RCCIs), and four state institutions. There are 274 feeding sites within these school food authorities. ■

—Ralph Kroon, OPI
School Breakfast Coordinator

Funding

(Continued from page 4)

Strong support for programs

Each year the lunch, breakfast, and special milk programs in Montana receive about $14.5 million in federal reimbursement. The State of Montana provides about $650,000 in state matching dollars. USDA commodities also supplement the programs. ■

—Sylvia Stevens, OPI
School Food Services

Summer meals

(Continued from page 5)

locations. Although academic or recreational activities are encouraged, they are not required for participation. The opportunity to socialize with other children while consuming a nutritious meal may be sufficient to brighten a child's summer.

Sophia Janik

Students socialize over lunch

Reimbursement available

The SFSP provides children with meals during the summer and other times when schools are not in session. It is federally funded and administered nationally by the USDA and within the state by OPI. Local sponsors receive reimbursement for meals served at approved meal service sites where 50 percent or more of the children qualify for free or reduced-price meals during the academic school year. ■

—Sofia Janik, OPI
School Food Services

Team Nutrition Project

promoting partnerships for children's health

Welcome to United States Department of Agriculture's (USDA) *Team Nutrition*. This program is a plan to continuously improve school meals and to promote the health and education of our children through public and private partnerships. The goal is to help schools serve meals that meet the USDA Dietary Guidelines for Americans and to motivate children in grades pre-K-12 to make food choices for a healthy diet.

How does Team Nutrition Work?

Team Nutrition has two components: Technical Assistance and Training and Nutrition Education.

The first directly supports school food service personnel by giving them the tools and skills they need to implement healthy school meals. New recipes created by food service professionals and taste-tested by children are just one example of materials being developed by USDA to assist school staff. State training sessions for school food service personnel on meeting the new school meal regulations will occur in June and August of this year.

Nutrition education is a multifaceted educational program delivered in schools, through the media, at home, and in the community to motivate and empower children to make healthy choices about what they eat.

Government partners collaborate

By leveraging government resources through public-private partnerships, *Team Nutrition* is designed to promote food choices for a healthful diet by appealing to children through their many sources of information and education.

Examples of partnership projects

Walt Disney studios has designed four animated public service announcements (PSAs) featuring Pumbaa and Timon from Disney's blockbuster movie *The Lion King*. These two official "spokestoons" introduce young viewers to the food guide pyramid and highlight the importance of choosing foods that promote health. To obtain these PSAs on your local station, call 818-560-5982.

Scholastic Inc. is developing Team Nutrition in-school curricula for pre-K to 12th grades. These complete classroom kits are designed to build skills and motivate children to eat wisely. Call Scholastic at 212-343-6558 or checkout their Internet website: (http://www.scholastic.com).

Dear Ms. Hughes,

I read with great interest and pleasure "Educational Smorgasbord" in the [Bozeman] Chronicle (2/26). How wonderful the children have it today, with school lunches; and they will learn good nutrition that will stay with them.

I wrote because I am so reminded that as a child attending a rural school east of Wilsall, a family of eight children came to school with only lard sandwiches seasoned with salt and pepper. The stark memory of those sandwiches has never left me. What a contrast!

As a teacher here in Livingston, I remember that those children who had bad or no breakfasts, poor meals, were the ones who oftentimes lagged behind in their studies. That was about 50 years ago, when there were no school lunches.

Sincerely,
Carolyn Alverson

This letter was received by Nonnie Hughes, the Principal of Morning Star Schools in Bozeman. It is reprinted here with the permission of the author.

Team Nutrition Schools

Schools are invited to join this program by becoming a Team Nutrition School. These schools are the local link to implement healthier school meals and to offer nutrition information to children and their families.

Through a Team Nutrition School, the community can take action. Several school and community partners can work together to promote healthy school meals and better nutrition education for children.

Why is Team Nutrition Important?

Team Nutrition is an investment in family health. By teaching

(Continued on page 8)

Katie Bark, RD, NET State Coordinator, wrote all articles on the Team Nutrition Program.

Team Nutrition Mission Statement

To improve the health and education of children by creating innovative public and private partnerships that promote food choices for a healthful diet through the media, schools, families, and the community.

Project Principles

We believe that children should be empowered to make food choices that reflect the Dietary Guidelines for Americans.

We believe that good nutrition and physical activity are essential to children's health and educational success.

We believe that school meals that meet the Dietary Guidelines for Americans should appeal to children and taste good.

We believe our programs must build upon the best science, education, communication, and technical resources available.

We believe that public and private partnerships are essential to reaching children and promoting food choices for a healthful diet.

We believe the messages to children should be age-appropriate and delivered in a language they speak through the media they use and in ways that are entertaining and actively involve them in learning.

We believe in focusing on positive messages regarding food choices children can make.

We believe stimulating and supporting action and education at national, state, and local levels is critical to successfully change children's eating behaviors.

Is it time for your school to join the team?

Does your school want to be a community leader in promoting good health to your students and families? Would your school like help in reaching this goal? If you answered yes, your school should consider becoming a Team Nutrition School.

Team Nutrition Schools represent the local link between school staff and the community. This partnership is designed to actively promote good health to children and their families through better nutrition. It also helps promote nutrition education and emphasizes the importance of healthy school meals to your school staff, students, parents and community.

Becoming a Team Nutrition School demonstrates a school's commitment to promoting healthy school meals and to teaching children the skills to make healthy food choices. The commitment and benefits of joining the team are listed below.

A Team Nutrition School will:

✔ Support USDA's Team Nutrition mission and principles (see sidebar on this page).
✔ Designate a Team Nutrition School leader.
✔ Demonstrate a commitment to meeting the Dietary Guidelines for Americans in school meals.
✔ Distribute Team Nutrition education materials.
✔ Involve teachers, children, parents, food service personnel, and community organizations in nutrition education activities.
✔ Share their successful strategies and programs with other schools.
✔ Demonstrate a well-run Child Nutrition Program.

A Team Nutrition School receives:

✔ A Team Nutrition Leadership Award acknowledging their commitment.
✔ Recognition in a National Directory of Team Nutrition Schools.
✔ Team Nutrition resource materials for use in the classroom, in the cafeteria and at home.
✔ Early alerts about the many additional products available in the future.
✔ Team Nutrition School designation for two years.

If you have questions or need more information, contact School Food Services at OPI (444-2501) or the Nutrition Education and Training (NET) Program (994-5641). ■

Sophia Janik

Hungry students come in all sizes.

Program meets training needs

Nutrition Education and Training Program

The Nutrition and Education Training (NET) Program is designed to assist administrators, educators, and school food service staff with their nutrition education and training needs. Administered through OPI's Health Enhancement and Safety Division, the program is located at MSU-Bozeman.

"The program's goal is to make nutrition in the classroom and school cafeteria easy and fun," states Katie Bark, State Program Coordinator. The services offered to accomplish this task include:

Nutrition Education and Training Resource Library: Many fun and informative resources are available to be borrowed for only the price of return postage. A catalog of resources is available.

Mini-grant Program: Educational mini-grants are available for nutrition education or training projects. Application deadline is the end of each January and grants are awarded in mid-March.

Training Workshops: The NET program has a cadre of regional trainers around the state who can assist in meeting local needs.

For information, please contact Katie Bark, RD, State Coordinator, Montana NET Program, Montana State University, Health and Human Development (202 Romney, Bozeman, MT 59717; Tel: 994-5641; Fax: 994-6314; Internet: UHDKB@MSU.OSCS.Montana.EDU).

Regional Nutrition Training Teams

The NET program has formed local teams of trainers to assist school staff with nutrition education efforts. Each team consists of an educator, a school food service manager, and either a nutritionist or county MSU Extension Agent. Listed below is the local contact for the team in your area:

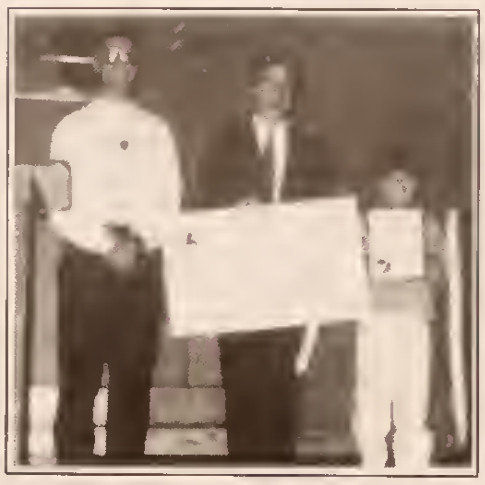
Billings: Char Reintsma (667-2337)
Bozeman: Cheri Chestnut (585-1820 x 1663)
Browning: Vicki Holbrook (338-7952)
Glasgow: Gladys Gilbertson (765-1803)
Great Falls: Jayne Elwess (278-5620)
Glendive: Debbie Wolff (787-6241)
Havre: Chris Kruse (357-2238)
Helena: Debbie Felton(227-6920)
Kalispell: Rose Ellis (837-7409)
Lewistown: Donna Larson (538-5261)
Missoula: Barbara Oehl (728-2400 x 3051)

Read...for a Capitol gain!

Lewistown students raise $700

Are you looking for a project that promotes reading and aids in the renovation of a priceless piece of our Montana heritage? A *Read...For a Capitol Gain* project may fit the bill.

Read...For a Capitol Gain is the brainchild of Julie Stillman fifth grade teacher at Garfield Elementary School in Lewistown. The project was integrated with Montana History study and *February I Love To Read* activities. The activities promoted individual reading skills and contributed to the renovation of the Montana State Capitol.



Secretary of State Mike Cooney holds a check for the 'capitol gains' Lewistown students collected.

"The 'capitol gains' will benefit not only the State Capitol Building, but also our students who are investing in their futures by reading."
—John Moffatt, Garfield Elem. School Principal

Goals of the project

According to John Moffatt, Garfield Elementary principal, "The goals of *Read...For A Capitol Gain* are to preserve the state capitol, think of reading as an investment, and have students reap the benefits of extra reading." Each week a theme related to that investment was chosen, such as *Take Stock in Your Future...Read*, and *Reading Makes Good Cents*.

Community involvement

To raise money for the capitol, students were asked to get pledges of a penny-per-page for their independent reading done in February. Adults in Lewistown were also challenged to make the same pledge. Collection jugs were placed in various businesses and all the financial institutions. The banks and credit unions agreed to match whatever was contributed to their jugs.

'Capitol gains' accrue

Governor Racicot and Secretary of State Cooney were both enthusiastic supporters of the project and spoke at the two major assemblies. At the final assembly, the 200 students at Garfield Elementary presented a check to Mr. Cooney for $700.

Lewistown students encourage other schools or classes to start a *Read...For A Capitol Gain* project.

"The 'capitol gains,'" says Moffatt, "will benefit not only the State Capitol building, but also our students who are investing in their futures by reading." ■

—June Atkins, Specialist
OPI Professional Development

Team nutrition

(Continued from page 7)

children how to eat healthy when they are young, many of the diet-related diseases which occur in the adult years can be prevented. Heart disease, cancer, stroke, and diabetes, four of the leading causes of death, are diet related.

The rise in child obesity is another reason to stress healthy eating habits. Even though children's calorie intake has stayed almost the same, the number of obese children between the ages of 6-17 more than doubled between 1988 and 1991. This statistic emphasizes the importance of physical activity and balancing calorie input with calorie output.

Schools are an ideal setting for teaching nutrition since children already perceive schools as a "nutrition information center." A recent survey of children showed that 90 percent of children look to teachers as one of the primary sources of nutrition information. School meals can also model how to balance high-fat with low-fat foods to make up a healthy meal.

What Role Can You Play?

Be a leader in your community in promoting good health through better nutrition by enrolling your school in Team Nutrition. Refer to the Team Nutrition School article on this page for more information on this actual commitment.

Participate in Team Nutrition School activities. Is there a nutrition event at your school that you can participate in? Ask your school food service staff about the nutrition standards for school meals. Ask the food service manager to discuss menu planning with your students and demonstrate how their menus meet the Dietary Guidelines for Americans.

Reinforce Team Nutrition Messages in your School and Community. Work together with other school staff and community members to provide consistent nutrition and health messages to children. This will not only help them eat well today, but they will learn how to stay healthy in their adult years through better nutrition and exercise patterns.

Leading the Way... Montana's Team Nutrition Schools

Babb School	Babb
Belgrade Intermediate	Belgrade
Belgrade Middle	Belgrade
Belgrade High	Belgrade
Bigfork Public	Bigfork
Big Sky High	Missoula
Broadview Public School	Broadview
Browning Middle School	Browning
Cascade School	Cascade
Culbertson School #17	Culbertson
Gold Creek Elementary	Gold Creek
Heck-Quaw Elementary	Belgrade
Highland Park Elementary	Gold Creek
Hysham Public School	Hysham
Irle School	Glasgow
Lolo Elementary	Lolo
Lustre Christian H.S.	Frazer
Meadowlark School	Chinook
Meadowlark School	Conrad
Parkview Elementary	Rosemount
Peerless School	Peerless
Plentywood S.D. #20	Plentywood
Radley Elementary School	East Helena
Townsend School	Townsend

Congratulations to these schools. They are leading the way to good health for our children.

fun fact...

Each day during the peak hour of the school lunch period, cafeteria workers serve more than 80,000 meals.

"Field Notes" is a forum for Montana educators, students, parents, and others involved in education. Views presented in Field Notes do not necessarily represent views of the Office of Public Instruction.

This issue's Field Notes come from Lewistown

OPI receives grant to improve services for youth with disabilities

The U.S. Department of Education recently awarded a five-year, $2.5 million grant to the Office of Public Instruction (OPI) for the improvement of post-school transition services to Montana youth with disabilities.

Program goals

The grant was awarded for the implementation of the program *Montana Systems Change for Transition Services for Youth with Disabilities*. Starting this year, Montana will receive $500,000 per year over the next five years to fund grant program activities which focus on six primary goals.

✔ The creation of state, regional, and local structures involving key individuals who will build networks of people and organizations. These networks will include schools, parents, adult service providers, business leaders, and other interested people. These networks will assure the appropriate planning and implementation of transition services for youth with disabilities.

✔ The support of interagency efforts to implement projects that improve the availability, accessibility, and quality of transition planning and services at local levels. Through the grant, OPI intends to fund between 24 and 48 two-year implementation sites at $5000-$10,000 per site per year.

✔ The development of regional capacities to deliver high quality technical assistance and training in transition planning and service delivery.

Two *Technical Assistance Centers* are being developed: one at the Rural Institute on Disabilities at the UM-Missoula and the other at the Montana Center on Disabilities at MSU-Billings. These centers will coordinate technical assistance and training for transition service providers based on their geographical location.

✔ The development of state level policies and structures that support those needed changes in statewide systems that assure that those necessary resources are in place to promote meaningful outcomes for youth with disabilities.

This means that all service providers—including teacher training programs—will be assessing their current practices and making appropriate changes in "business as usual" practices.

✔ The implementation of procedures to manage and evaluate grant activities and outcomes at the local, regional, and state levels.

✔ The creation of a system of communication that will disseminate information about issues important to transitio, and publicize "best practices" related to helping students with disabilities successfully move from school to adult life.

Councils are current focus

Current activities focus on developing regional councils within the five Mental Health regions in Montana. Staff at the two Technical Assistance Centers have contacted key people in each region and asked them to assist with the formation of councils. The major concern is to ensure that all the people who are important to and interested in transition planning will be represented on their regional council.

Grant administration

A management committee has been appointed to oversee the grant activities. That committee is based in Helena and its members are *Tim Harris*, OPI Division of Special Education; *Zana Smith*, Department of Public Health and Human Services (DPHHS) Disabilities Services; *Rusty Redfield*, DPHHS Division of Addictive and Mental Disorders; and *Mark Bowlds*, Department of Labor Job Service South Bureau. This committee gets its direction from *Bob Runkel*, Director of OPI's Division of Special Education, and *Joe Mathews*, Administrator of DPHHS's Division of Disability Services. ■

—Tim Harris, OPI, Division of Special Education

For more information about the grant program or the regional councils currently being developed, call Tim Harris (444-1579).

Fair goers were treated to a gallery of rennaissance self-portraits created by Hawthorne first graders.

Hawthorne Elementary students display their talents at a Renaissance Fair

During the week of March 4-7, students from Hawthorne Elementary School treated the people of their fair city to a Renaissance Fair.

Featuring a week of Renaissance inspired performances and displays at the Emerson Center, the Fair was the culmination of a months-long, all-school Renaissance Cycle, which transformed the entire school into a rich environment with learning opportunities in visual arts, theatre, and literature.

Student projects

For Hawthorne students the Fair was a chance to display projects that they had spent months learning about and creating. Third-graders stepped into the shoes of Leonardo da Vinci and created a wall-full of Mona Lisas smiling secretively. First graders created a gallery of self-portraits in which they, like the artists of the time, portrayed themselves dressed in resplendent Renaissance finery.

Visitors could see the recreation of the architectural wonders of the 15th and 16th Century: gargoyles, the Sistine Chapel, frescos, stained glass, reliefs, mosaics. All of these projects were completed by students while they were learning the crafts so important to culture and trade during the Renaissance.

Performances

The Fair was not simply a museum of fine student art, it was also a chance for the players to strut across the stage. There were performances of *Much Ado About Nothing* and *A Midsummer Night's Dream* with Shakespearean English rolling off of fifth-grade tongues as though they'd been born to it. Other students performed Renaissance dance, recited Sonnets, and gave flute and recorder concerts.

Amazing accomplishments

For visitors the Renaissance Fair meant one thing: fun. Well, fun and a bit of astonishment over the enormous variety of student projects and their quality. It was easy to see the awe on the faces of many first time visitors. As a parent said, "This Fair shows what kids can do — almost anything when you give them the chance."

Two Hawthorne students display their Renaissance garb

Time to move on

At 9:00 p.m. on March 7th, it was time to break down the Renaissance Fair. Carefully packing up the projects that had not gone home with their creators, Principal Marilyn Delger and members of her staff paused to reflect upon what Hawthorne students had accomplished and what they had experienced.

After a week of hard work, excited students, and late nights, they were tired, but enthusiastic about the results. The students' creations might be packed away and the Renaissance Fair might be over, but the knowledge, the students' experience, their sense of accomplishment, their excitement, made it clear that the Renaissance project represented the dawn of a new age in their lives. ■

Two bee finalists head for Washington

Would you have to think twice before you could spell "minuend"? Could you correctly sort out the confusing geographical constellations in Serbia, or, was that Bosnia? What if you had hundreds of people watching you and the pressure was on?

Two Montana students recently did exactly that. Mike Wolfe, a student at Paris Gibson Middle School in Great Falls, took top honors in the Montana 1996 Geography Bee. The next day, Helena Middle School's Kurt Crowley was the State Spelling Bee champion.

Their performances netted both students an all expense paid trip to Washington, DC. There they will match their wits and skills against the nation's finest spellers and geography buffs while competing for the thousands of dollars in scholarships. ■

Mike Wolfe

Dispatches

"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

Division of Academic and Professional Services
Linda Peterson, Administrator

Professional Development
June Atkins, Specialist
444-3664
jatkins@opi.mt.gov

Summer reading calendar

"Everyone's a winner—READ!" is the title of the 1996 summer calendar of student reading activities. A master copy of daily family reading and writing activities for June, July, and August will be sent to each building principal, county superintendent, and supervising teacher. The packet of materials should arrive at your school by May 10.

To promote summer reading, please consider sending copies of the calendars with students. Help encourage children and their parents to make reading a family activity and a lifelong habit.

Summer courses

The University of Montana's Extended Studies Division of the Center for Continuing Education offers short courses for professional development for teachers on the Missoula campus and in Kalispell and Helena. A schedule of classes, registration information, and an application form are available in the 1996 Summer Session Catalog.

In addition, participants in our summer field courses earn University of Montana credit while hiking through the Bob Marshal Wilderness, exploring the Anasazi Ruins of Southern Utah, or attending the Oregon Shakespeare Festival in Ashland, Oregon! To receive a free 1996 Summer Session Catalog or brochures on the summer field courses, contact the Extended Studies, Center for Continuing Education and Summer Programs, at the UM-Missoula, MT 59812 (243-4626).

National Diffusion Network
Patricia B. Johnson, Specialist
444-2736
pjohnson@opi.mt.gov

Educational programs that work! National Diffusion Network (NDN) programs are research-based, proven, cost-effective and transferrable.

New NDN Home Page

The NDN Home Page is on the Internet at http://www.ndn.org. It contains information about NDN programs and how they are used in schools. The NDN Home Page also points to other resources such as the U. S. Department of Education Home Page and the Regional Labs.

Program Highlight

Image-Making Within The Writing Process is an innovative, arts-based literacy program which integrates children's visual imagery at every stage of the writing process. Using art to suggest stories results in more richness in the writing and the illustration. For grades 2-6.

Newest NDN Trainers

Havre teachers *Sandy Staudinger* and *Lia Byars*, qualified as certified trainers in NDN's *Talents Unlimited*. As trainers, they are certified to teach other teachers to use the program. *Talents Unlimited* is a process model which empowers teachers to enhance students' thinking skills within the framework of the regular classroom curriculum. It is based on Dr. Calvin Taylor's theory of multiple talents and intellectual abilities.

Nancy Marks, Kris Owen, Susie Sheils, Christine Fogerty, and *Connie Pederson*, all Missoula teachers, are now certified trainers for NDN's *Project ADAPT*. *ADAPT* helps regular classroom teachers in all grade 6-12 content areas assimilate learning disabled students without taking an inordinate amount of time from the regular students. *ADAPT* shows simple, timesaving ways to adjust regular classroom techniques to make learning easier for all students.

Upcoming training in NDN programs

Please call me to inquire about the training dates in Havre that are not specified. At the time we went to press, they were not yet available.

- *Project CRISS, Certified Trainer Workshop:* June 26-28 in Kalispell
- *Project CRISS, Teacher Workshop:* July 11-13 in Havre
- *Project Success, Language Arts, Level I:*
  - —June 24-26 in Billings
  - —June 20-22 in Havre
  - —July 15-17 in Glendive
  - —July 15-17 at the Golden Triangle Co-op
- *Project Success, Language Arts, Level II:*
  - —July 17-19 in Glendive
  - —July 17-19 at the Golden Triangle Co-op
  - —August in Chinook
- *Project Success, Art Level I:*
  - —June 20-22 in Havre
  - —July 24-26 at the Golden Triangle Co-op
- *Teaching Activities for Language Knowledge (TALK):* June 7 in Helena
- *Talents Unlimited:* June 17-19 in Missoula

Funding News

Funding for NDN state facilitator services in Montana is secure through June 30, 1996, so please continue to request services. Until national lawmakers decide education funding issues, nothing else will be known.

Directory of NDN Programs

The latest directory of NDN Programs is available from me for the person in each district responsible for curriculum.

For information on training in NDN programs, call me at the above number.

Title VI
Kathy Mollohan, Specialist
444-4317
kmollohan@opi.mt.gov

Annual Performance Reports for 1995-96

As you fill out the annual performance reports, please be sure that the categories (LIEP numbers) you include exactly match your approved project. Also, please complete the column "number of staff trained" only if staff training or professional development was an approved activity in your plan and you used Title VI money for that training.

Federal funding

As this issue goes to press, Congress has still not passed a 1996-97 federal education appropriations bill. If the current continuing resolution, Public Law 104-99, continues to be extended, it is unlikely that Title VI will be funded next year. Also, the president, in his 1997-98 budget request, has eliminated funds for Title VI in favor of augmenting the Eisenhower professional development program. Passage of an education appropriations bill is the best chance for Title VI funding for next year.

Consolidated applications

Next year, Title VI will be part of a consolidation process. School districts will submit consolidated applications for any or all of Titles I, II, IV and VI. As you begin working on your consolidated plans, please feel free to contact me in the mornings. Direct any accounting questions to Maxine Mougeot at (444-2560).

Final reports available

Copies of the annual report to the U. S. Department of Education on Montana's use of Chapter 2 funds for the 1994-95 school year are available from the Title VI program.

Division of Educational Opportunity and Equity
B.J. Granbery, Administrator

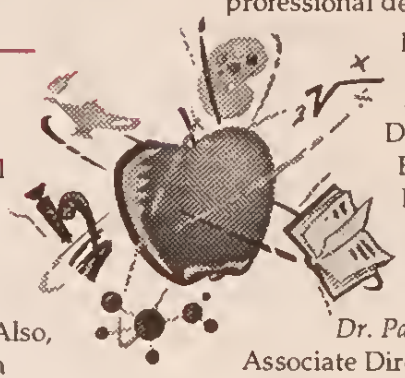
Gender Equity
Kathy Bramer, Specialist
444-1952
kbramer@opi.mt.gov

On May 2-4, the Gender Equity Office of OPI is jointly sponsoring *VOICES AND VISIONS: Gender Equity in Montana Education*, a conference to be held in Great Falls at the Heritage Inn. Other sponsors of the event include the Montana Office of the Commissioner of Higher Education, Montana School Boards Association, Montana AAUW, Montana High School Association, and the Equity Institute.

Scheduled presenters

Among the major presenters on the program are:

Dr. Dee Grayson, nationally known speaker and author, creator of GESA (Gender Ethnic/Expectations and Student Achievement) professional development programs for educators. She is also the former Director of the Educational Equity for the Los Angeles County Office of Education.



Dr. Patrick Weasel Head, Associate Director of Native American Studies at UM-Missoula. He recently served as Director of Research and Development Program for Indian Education at the Northwest Regional Educational Laboratory in Portland and was an educator in Montana K-12 and post-secondary systems.

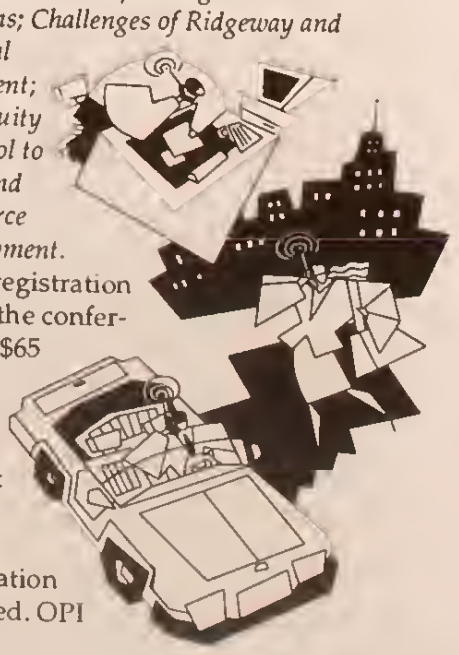
Ms. Pat Callbeck Harper, Chair of the National Coalition for Sex Equity in Education (NCSEE). She is a nationally recognized author and trainer in gender equity issues for The Harper Consulting Group and The Equity Institute, McGrath Systems and was formerly the OPI gender equity specialist.

Dr. Sue Durrant, President of the National Association of Girls and Women in Sports (NAGWS), and Associate Professor in Physical Education and Educational Leadership at Washington State University. She has been head coach for secondary and college-level basketball, volleyball, field hockey, swimming and softball.

Ms. Joan Tucker, Director and Founder of Northwest Center for Equity and Diversity, Faculty and Counselor at Edmonds Community College in Lynnwood, Washington. She is a widely respected presenter on educational equity and workforce development strategies.

Scheduled workshops

In addition to the major presenters, several workshops are also scheduled in a number of gender-related topics including: *When Men and Women Talk About Equity; Conducting Investigation Interviews; Ethics in Athletics;* the annual wrap-up session for *Expanding Your Horizons; Challenges of Ridgeway and Seasonal Placement;* and *Equity in School to Work and Workforce Development.*



The registration fee for the conference is $65 which includes the cost of all meals. Registration is limited. OPI

renewal units are also being offered. For further information call Kathy Bramer (444-1952) or George Burns (444-2410).

Spring Training Offerings

The Equity Office of OPI and The Equity Institute are cosponsoring two trainings in Helena in May. For further information call me or Pat Callbeck Harper (443-1747).

- May 14th: Investigations Training—Handling Complaints and Investigation of Sexual Harassment in Schools.
- May 15th: Advanced Equity Seminar—Beyond the Basics.

Title 1
Joan Morris, Specialist
444-3083
jmorris@opi.mt.gov

Maxine Ferguson, DPHHS Health Division (444-4740), Kate Mrgudic and Gail Clifford, DPHHS Family Services Division (444-6553), Linda Fillinger, FAIM Team (444-3083), and I recently heard Ethel Siederman, a dynamic and seasoned trainer.

Our entire group was very impressed with the information Ms. Siederman presented and decided to share her experience and energy with others in Montana. Her philosophy and programs fit well with our goals and the services we provide to Montana's children and families. Ethel is experienced in developing a *family resource center* approach and in engaging *disenfranchised, hard-to-reach families.*

Our state group will pay Ms. Siederman's honorarium and travel expenses for the week of May 6-9, 1996. If you wish to register or are interested in more information about this **free** training opportunity, please call the following individuals at these training locations.

- *Missoula*: May 6, 1:00 p.m.-5:00 p.m. at Roosevelt Elementary School, 503 Edith Street. Contact Barbara Riley (543-3550).
- *Great Falls:* May 7, 8:30 a.m.-1:00 p.m. at Partnership Project, University of Great Falls. Contact Ann Bartell at the McLaughlin Center (791-2276). There will be a work session from 1:00 p.m.-4:00 p.m.
- *Helena:* May 7, 3:00 p.m.-5:00 p.m. at Lincoln School, 1325 Poplar. Contact Lori Fearon (443-7114). There will be a work session from 7:00 p.m.-9:00 p.m
- *Bozeman* and *Roundup*: May 8, 9:00 a.m.-11:00 a.m. (Bozeman) and 2:30 p.m.-5:30 p.m. (Roundup). Contact Gloria Gregg (994-6984) for meeting places.
- *Billings*: May 9, 9:00 a.m.-11:00 a.m. at the Deaconess Hospital, Mary Ellen Fortin Conference Center, 27th and 10th Ave. Use the cafeteria entrance. Contact Barbara Sample (256-7783)

Please call as soon as possible to register. Those who respond will receive a second notice with agenda topics. Please pass this information along; include it in your local newsletter, or post it on your bulletin board.

Title I
Ron Lukenbill, Specialist
444-2080
rlukenbill@opi.mt.gov

1996 "Partners in Teaching and Learning" Fall Conference

Expanding upon our traditional Title I Fall Conference, a *Partners in Teaching and Learning Conference* will be held this coming October 2-4 at the Holiday Inn Billings Plaza and Convention Center. This conference will focus on professional development and school improvement and will feature many of the successful programs which Montana schools have developed to help all of their students meet high standards.

Conference format

The conference format will be similar to last year's Title I Fall Conference. Several round table discussions will be held during the first afternoon. Last year's conference participants spoke highly of the opportunities small groups provided to discuss specific topics with other teachers, administrators, and parents at the start of the conference.

All day Thursday and Friday morning will be divided into one and two hour blocks for presentations and discussions on issues and strategies. Categories include Title I (Education of Disadvantaged, including neglected, delinquent, at-risk youth, and Even Start Family Literacy), Title II (Professional Development), Title IV (Safe and Drug Free Schools), and Title VI (Innovative Programs).

Conference organizers would also like to include sessions related to services provided under Indian, bilingual, migrant, vocational, homeless, and special education. Program presenters will be experienced personnel from Montana schools, colleges and universities, the Northwest Regional Educational Laboratory, OPI, and other education organizations.

Program proposals solicited

If you are interested in submitting a program proposal for the *1996 Partners in Teaching and Learning Conference* please note the reduced copy of the program proposal form to the right. The deadline for proposals is May 30, 1996. For more information, to submit your proposals, or to receive a full-size copy of the form, please contact Gwen Smith at OPI (Tel: 444-5660; Fax: 444-3924).

Conference agenda

A tentative agenda for the full conference will be mailed to each district in early September and will be posted on METNET Online. The registration fee is $30. Attendance is expected to be around 900, so pre-registration for both the conference and rooms at the convention site is highly recommended. A room block at special conference rates has been arranged at the Holiday Inn Billings Plaza (248-7701). So, be sure to mention that you will be attending the 1996 *Partners in Teaching and Learning Conference* when you make your reservations.

REQUEST FOR PROGRAM PROPOSAL

MONTANA 1996 "PARTNERS IN TEACHING AND LEARNING" CONFERENCE
OCTOBER 2-4, 1996
HOLIDAY INN PLAZA AND CONVENTION CENTER
BILLINGS, MONTANA

Deadline for proposals: May 30, 1996

1. Submitted by:_____
   Address:_____
2. Title: List the title of your presentation as you wish it to appear in the program; be as descriptive of the subject as possible.
   _____
   _____
3. Indicate the target audience for which the presentation is appropriate (i.e., K-12, K-3, K-6, 7-8, 9-12, Parents, Admin.
   _____
4. Presenter(s): List name(s) and job title(s).
   _____
   _____
5. Summer Contact Person:_____
   Home Address:_____
   City:_____ZIP:_____Home Phone:_____
6. Summary of Presentation: Write approximately 25 words as you wish it to appear in the program.
   _____
   _____
   _____
7. Equipment needed:_____
8. Prefered room arrangement: ____Theater ____Classroom
   (Requests for classroom style must be confirmed by Conference Committee)

Mail or FAX form to: FAX:406-444-3924

Gwen Smith
1996 "Partners in Teaching and Learning" Fall Conference
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Division of Health Enhancement and Safety
Spencer Sartorius, Administrator

Traffic Education
Curt Hahn, Specialist
444-4432
chahn@opi.mt.gov

Traffic reimbursement requests

Please submit your reimbursement requests for high school traffic education courses *upon completion* of *each* program you conduct.

Fast approaching conference

The 1996 Traffic Education Conference and Workshop will be held on May 5-7 at the Great Falls Heritage Inn. The highlight of this year's conference will again be certification training for the new Cooperative Driver Testing Program (CDTP). The conference will provide an opportunity for those involved in CDTP to share ideas and learn from others. If you haven't received your training, be sure to attend.

The annual conference program includes presentations on BTW assessment, parent involvement, reference points, zone control, motor vehicle laws, minors in possession, and computers in traffic education. MSU-Northern will be offering one semester credit. OPI will be offering 15 renewal units. The conference begins at 10 a.m. Sunday and concludes Tuesday at 1 p.m. You should have received your registration information by the time you read this.

1996 ADTSEA conference

The annual conference of the American Driver and Traffic Safety Education Association (ADTSEA) will be held August 2-8 in Grand Junction, Colorado at the Hilton Inn. Since Grand Junction is in our region, the Montana Traffic Education Association is hoping for a great representation from Montana. Please plan to attend. For information contact: ADTSEA, Indiana University of Pennsylvania, Highway Safety Center, Indiana, PA 15705. (412-357-7595. E-Mail: arrobin@grove.iup.edu).

1996-97 Montana AV Catalog

The new Montana AV Catalog has been mailed to all Montana traffic educators. Let me know if you haven't received it yet.

Advanced driver education workshop

The 1996 Advanced Driver Education Workshop schedule has been set and you have been mailed a brochure with available dates. MSU-Northern will be offering one semester credit and OPI will be offering 10 renewal units. Call or e-mail me for reservations.

The interstate

Montana has 1,200 miles of interstate which carry 28 percent of the daily traffic in the state. Interstates comprise the safest road system, with about 4.5 accidents per day, or .83 accidents per million vehicle miles.

One main reason interstate highways are so safe is that access is controlled — there are no approach roads and all intersecting roads are grade separated. As a result, drivers are not confronted by crossing or turning movement conflicts. Another reason for the interstate's relative safety is the presence of medians or median barriers that physically separate the roadways. This separation greatly reduces the chance of head-on collisions.

Because of the higher speeds involved, however, 38.7 percent of the collisions on the interstate result in either an injury or a fatality. About 19 percent of the motor vehicle fatalities in Montana each year occur on interstate roads. Montana's interstate system cost $1.2 billion to build — an average of about $1 million per mile. The same amount would pay for two B-2 Bombers.

Listings in the Bulletin Board do not necessarily imply endorsement by the Office of Public Instruction.

Resources

Free Internet server software

While its supplies last, Microsoft is giving away a free copy of its Windows NT Server and its Internet Server to K-12 schools. This free CD contains all the software needed for a school to setup its own World Wide Web server site, tools to build home pages, and free browser software. Businesses pay thousands of dollars for this same material. School representatives need only call Microsoft (800-426-9400) to have a form faxed to them.

Internet handbook available

The Educational Research Service has compiled a handbook for schools so they can take advantage of all the Internet has to offer educators.

According to the publishers, the handbook delivers answers to the questions educators most commonly ask; communications tools; a guide to K-12 Internet resources; a list of education projects now on the Internet; and a quick reference sheet for Internet commands.

The Handbook costs $26 plus shipping and handling. To place an order or obtain more information, contact the National School Public Relations Association (703-528-5840).

Conferences/Workshops

Ag literacy in the classroom

Room and board will be paid for the first 35 teachers who sign up for this hands-on workshop. Scheduled for June 9-14, this workshop is taught by MSU instructors and classroom teachers. It is jam-packed with materials, ideas, and activities that can be integrated into all areas of the curriculum with a special emphasis on science. Participants can earn one to two credits. Cost is $70/credit and tuition grants may be available. For more information call Margie Thompson (562-3562).

Guitar in the hills

South Dakota's Black Hills State University (BHSU) is sponsoring a guitar workshop June 17-21. The course will provide an enjoyable immersion in guitar for those who want to use it as a tool across the curriculum, with community groups, or for personal development. Course instructors are Dr. Judy Harding, Doug Ruhnow, Dr. Hove-Pabst, all of whom are teachers and musicians. Cost is $80. Participants can earn 25 Montana renewal credits. For details on the class, call Dr. Hove-Pabst (605-642-6230); to register call BHSU's Summer Extension office (605-642-6771).

Reading and writing at Concordia

Songwriter David Plummer and children's author John Archambault will be keynote speakers at the 42nd annual *Concordia Conference on Reading and Writing* in Moorhead, MN. The conference, scheduled for June 16-19, is for teachers, administrators, and librarians who work with children in grades pre-K-12.

Other featured speakers include Michael Dorris, author of children and young-adult literature; Pat Broderick from magazine *Teaching pre-K-8* magazine; and Mitzi Merrill, an educator, author, and presenter on teaching at-risk secondary students.

Workshops and mini-sessions will focus on many topics. One to three graduate credits are available. Contact conference coordinator Sandy Johnson (218-299-3812).

Western Montana College courses

Western Montana College (WMC) is offering art educators an opportunity to unwind from the school year, make art, network, and acquire some new ideas for teaching art. The retreat is June 23-28 at the Birch Creek Educational Center near Dillon. Accommodations are provided, and participants can earn two college credits.

This summer, WMC is offering many other exciting workshops and courses for educators. Courses located in Dillon include *Philosophy for Children, Storytelling, Introduction to the Internet*, and *Developing School Rules & Policies*. Workshops in other Montana locations include *Dinosaur Paleontolgy in Western Montana* in Choteau, and *The "Good Enough" Family* in Helena. Guest instructors will also be offering classes such as *Classroom Management and Effective Teaching of Children with Emotional and Behavioral Problems*.

These are just a few of the summer courses WMC has to offer. For a summer bulletin, contact its Division of Outreach (683-7537).

Calculator institute

The Belgrade public schools are sponsoring a Calculator Institute for K-6 teachers. Scheduled for August 13-14, this institute will provide participants with training in the appropriate use of the TI-108 and the TI Explorer calculators. Participants will learn how to make effective use of these calculators within the math curriculum; new teaching methods; how mathematical understanding can be enhanced with technology; how technology is changing curriculum, and how to implement appropriate change in the classroom. Cost is $45 and credit is available. Contact Terri Goyins, 2705 Fairway Drive, Bozeman (Internet: RJMH47B@Prodigy.com; or send a message on METNET).

This document was published at government expense. 13,500 copies of this public document were produced and distributed at an estimated cost of 19 cents per copy.

CALENDAR

May

2-4: Gender Equity Conference, Great Falls—Kathy Bramer, OPI, 444-1952 or George Burns, OPI, 444-2410
2-4: Mountain Plains Adult Education Association Annual Conference, Helena—Gloria Gregg, 994-1854
5: Developing a Family Resource Center Approach & Engaging Disenfranchised, Hard to Reach Families (DFSC) Training, Missoula — Barbara Riley, 543-3550
5-7: 1996 OPI/MTEA State Conference, Great Falls—Curt Hahn, OPI, 444-4432
7: DFSC Training, Great Falls — Ann Bartell, 791-2276
7: DFSC Training, Helena—Lori Fearon, 443-7114
7-10: American Vocational Information Association 16th Annual Conference, New Orleans— J. D. Lee, 317-232-9184
8: DFSC Training, Bozeman and Roundup—Gloria Gregg, 994-6984
9: 1995 Ford/AAA Student Auto Skills Hands-on Competition, Helena—Jeff Wulf, OPI, 444-4452
23-24: Board of Public Education, Helena—Wayne Buchanan, 444-0076
9: DFSC Training, Billings—Barbara Sample, 256-7783
16-17: MANDT Training, Hamilton—Susan Bailey, OPI, 444-2046

June

6-7: MANDT Training, Bozeman—Susan Bailey, OPI, 444-2046
7: Teaching Activities for Language Knowledge (TALK), Helena— Sher Brown, 447- 8848, or 443-4929
10-14: Montana Institute for the Effective Teaching of American Indian Children, Great Falls—Bob Parsley, OPI, 444-3013 or Dr. Murt McCluskey, 727-1101
10-14: MT Agricultural Education Update Conference, Kalispell—Randy Violett, 994-2132
12-14: MT Association of Pupil Transportation (MAPT) Annual Conference, Butte—Donna Hill, 452-0082
13-15: Montana Association of School Psychologists' Summer Institute on ADHD, Russell Barkley, Ph.D., Billings—Evey LaMont, 247-3836
19-21: GENESIS: Breathing Life into Learning through the Arts, Missoula—Jan Hahn, OPI, 444-3714
20-22: Project Success Enrichment Training(Project Success), Havre—Diana Knudson, 733-2081
24-26: Project Success, Billings—Chere Ring, 655-3115
25: New Clerks Workshop, Missoula — Karen Mulcahy, 444-4401
26-28: Project CRISS, Certified Trainer Workshop, Kalispell—Lynn Havens, 756-5011
27: New Clerks Workshop, Billings—Karen Mulcahy, OPI, 444-4401

July

10: Montana School Budgeting & Accounting (Budgeting) Workshop, Whitefish— Karen Mulcahy, OPI, 444-4401
11: Budgeting Workshop, Missoula— Karen Mulcahy, OPI, 444-4401
11-13: Project CRISS, Teacher Workshop, Havre—Lynn Havens, 406-756-5011
13-15: First Annual National Conference on the New National Standards for Physical Education, Pittsburgh, PA—Paula Keyes Kun, 703-476-3461
15-17: Project Success, Glendive—Chere Ring, 655-3115
15-17: Project Success, Great Falls—Diana Knudson, 733-2081
16: Budgeting Workshop, Glasgow —Karen Mulcahy, OPI, 444-4401
17: Budgeting Workshop, Lewistown — Karen Mulcahy, OPI, 444-4401
17-19: Project Success, Glendive—Chere Ring, 655-3115
17-19: Project Success, Great Falls—Diana Knudson, 733-2081
18-19: CSPAC Meeting, Helena—Peter Donovan, 444-0301
18: Budgeting Workshop, Great Falls—Karen Mulcahy, OPI, 444-4401
23: Budgeting Workshop, Miles City—Karen Mulcahy, OPI, 444-4401
24: Budgeting Workshop, Billings—Karen Mulcahy, OPI, 444-4401
24-26: Project Success, Great Falls—Diana Knudson, 733-2081
25: Budgeting Workshop, Butte—Karen Mulcahy, OPI, 444-4401

August

25-27: 8th Annual Conference on Services to Children & Adolescents with Emotional Disturbance & Their Families, Great Falls—Susan Bailey, OPI, 444-2046
26-27: MT Conference on Developmental Disabilities, Butte—Perry Jones, 444-5662

September

12-16: Big Sky Interpreters Conference, Great Falls— Melody Domph, 892-3532
15-16: MANDT Training, Butte — Susan Bailey, OPI, 444-2046
19-21: 1996 IRA Regional Reading Conference, Winnipeg, Manitoba—Marilyn A. Raman, 204-233-8734
26-28: 23rd Plains IRA Regional Reading Conference, Bismarck, ND—Joyce Hinman, 701-258-5384

October

2-4: 1996 Partners in Teaching & Learning Fall Conference, Billings—Gwen Smith, OPI, 444-5660
7: Five Valleys Reading Conference, Missoula—Jennifer Christensen, 273-6720 or June Atkins, OPI, 444-3664
17-18: MEA\MFT Instruction and Professional Development Convention, Helena—Eric Feaver, MEA, 442-4250
17-18: Montana State Reading Conference, Great Falls—June Atkins, OPI, 444-3664

Blue ribbon honors

(Continued from page 1)

In addition, Hellgate Middle school enjoys an extraordinarily high amount of parental involvement at the school — 95 to 98 percent of the school's parents turn out for parent teacher conferences twice a year.

State Superintendent Nancy Keenan commended everyone at Hellgate Middle School for their hard work, their commitment to learning, and their new status as a Blue Ribbon School. "The outstanding parental and community support along with the dedication to cooperative planning and a willingness to try new things clearly make Hellgate a winning school in every regard," said Keenan. ■